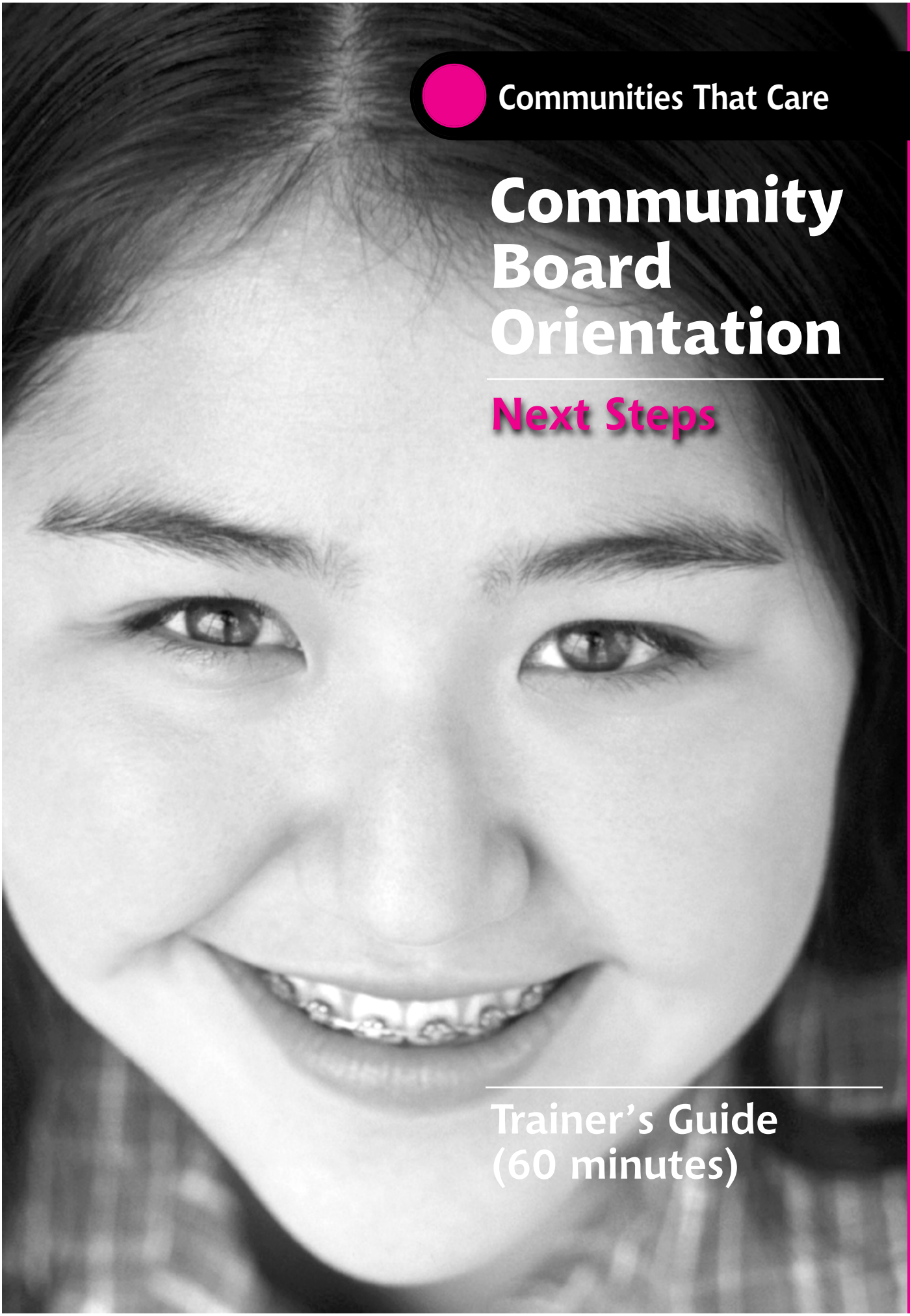


Communities That Care

Community Board Orientation

Next Steps

Trainer's Guide
(60 minutes)

Module 7

Module 7 7-1

Phase Two: Organizing, Introducing, Involving 7-2

Module 7 goal 7-3

Objectives 7-4

First-year time line 7-5

Work plan steps 7-6

..... 7-7

Elements of a time line 7-8

Thought for the day 7-9

Slide 7-1

Notes

Slide 7-2

Review slide 7-2.

Slide 7-3

Notes

Review the slide.

Activity (optional)

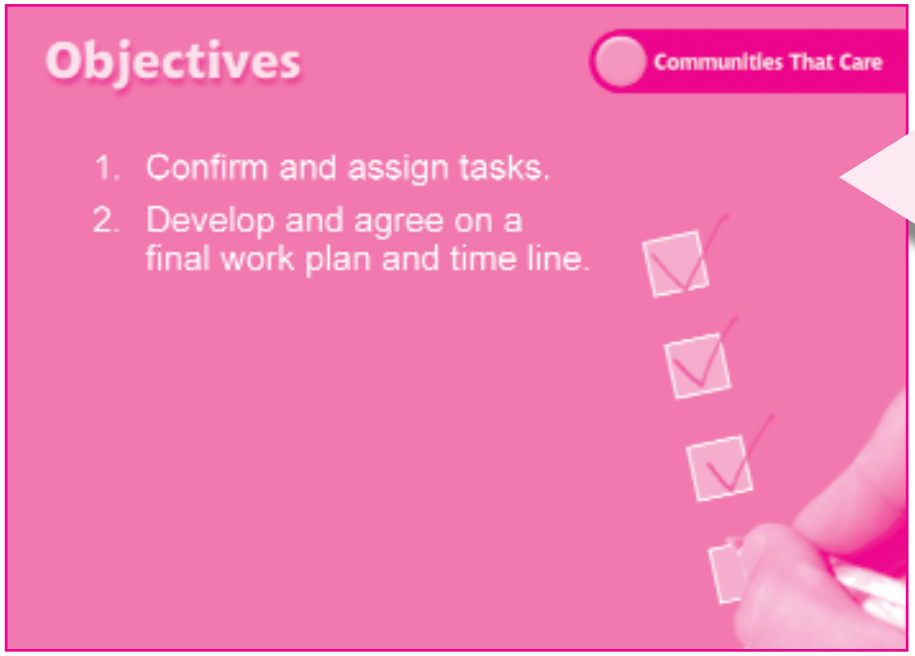
Seven-up

Time: 5 minutes

Explain that you are going to yell "seven-up" and that each time you do you want seven, and only seven, people to be standing. Yell "seven-up." As soon as that group is up, yell it again. Continue until confusion prevails. Call "stop" and ask that everyone be seated. Ask what the problem was with this simple activity.

"Lack of planning" is a likely answer. Ask participants if they could have been more successful if they were allowed to plan how they would respond as a group.

Explain that this final module is about planning—an important key to board members' success as a team.



Slide 7-4

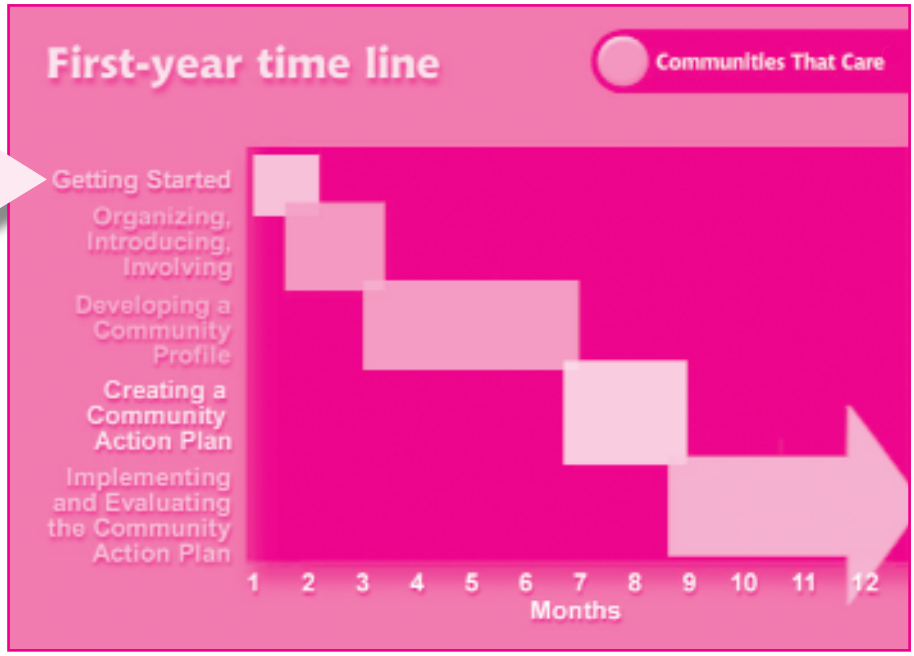
Notes

In this last module, you'll use your action plans from Modules 3 through 6 to review tasks and develop and agree on a final work plan. The plan will incorporate all the steps you identified in the previous modules. It is important to keep in mind that, while this plan will finalize what has been agreed on so far, changes or additions may be necessary as you continue your Communities That Care *effort.*

Review the slide.

NOTE: Post the easel sheets listing the action plans from Modules 3 through 6 where everyone can easily see them.

Slide 7-5



Notes

To help you visualize how the steps of the final work plan will fit into the overall Communities That Care *process, let's review the first-year time line that we looked at in Module 2. Remember, these time frames are approximate—the actual time line will vary from community to community.*

Review the slide.

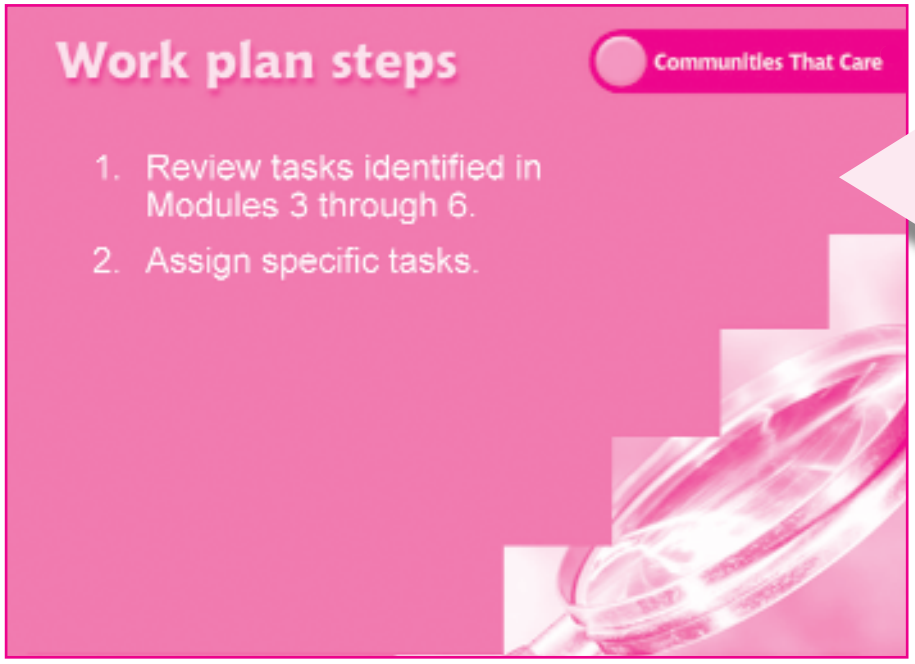
During Phase One: Getting Started some of your community leaders used the Tools for Community Leaders *guidebook to lay the foundation for your effort.*

Phase Two: Organizing, Introducing, Involving included the Key Leader Orientation and, of course, the Community Board Orientation.

Phase Three: Developing a Community Profile will include two training events—the Community Assessment Training and the Community Resources Assessment Training. The Community Assessment Training will prepare members of the Risk- and Protective-Factor Assessment work group to conduct a thorough assessment of your community's risk and protective factors. The Community Resources Assessment Training will prepare members of the Resources Assessment and Evaluation work group to identify resources available to support the Communities That Care *effort.*

Phase Four: Creating a Community Action Plan will include the Community Planning Training. This training will prepare work-group members to develop the Community Action Plan.

Phase Five: Implementing and Evaluating the Community Action Plan will include the Community Plan Implementation Training. This training will prepare Community Board members to put programs and actions into place, and to evaluate their progress.



Slide 7-6

Notes

Objective 1: Confirm and assign tasks.

Review the slide.

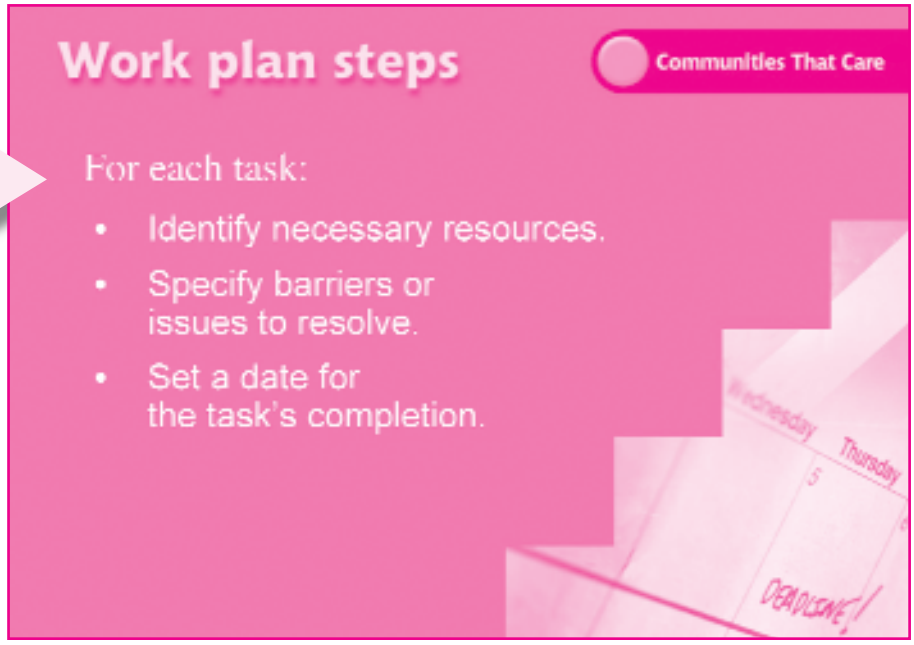
Activity

Confirm and assign tasks

Time: 15 minutes

As a group, review tasks listed on the planning sheets for Modules 3 through 6. Then, as a group, assign each task to a preliminary work group or, if appropriate, to an individual. Record the assignments on an easel sheet, with one column labeled "Task" and the other column labeled "Assigned to." Post the easel sheet where all participants can easily see it. Participants will need this information to complete the Community Board Next Steps worksheet (on page 7–10).

Slide 7-7



Notes

Objective 2: Develop and agree on a final work plan and time line.

Before we put the final work plan together, let's review what the plan for each task should include.

For each task, it's important to:

- *identify necessary resources*
- *specify barriers or issues to resolve*
- *set a date for the task's completion.*

We'll do as much planning as we can as a group for tasks assigned to individuals. If additional research is needed to complete a task, the person responsible for the task will need to report back to the board by an agreed-upon date.

Then we'll break into the preliminary work groups to develop plans for the tasks assigned to each group. Each work group may also want to refer to its description in Module 6, to start planning other tasks listed there. Each group will have a chance to report its plan and next meeting date to the whole group.

Activity

Task planning

Time: 40 minutes

NOTE: The actual amount of time you use for this activity, and how the time is divided, will depend on the total number of tasks and how many are assigned to individuals versus work groups.

Make extra copies of the Community Board Next Steps worksheet.

As a group, complete as much of the plan for the tasks assigned to individuals as possible, using the Community Board Next Steps worksheet. (The person to whom the task is assigned will need to indicate a date for presenting a completed plan, if more information is needed to finalize it.) If the decisions for a task need to be copied and distributed (e.g., to the Coordinator/Facilitator, to have on record), have the individual responsible for the task do the recording and copying/distributing.

Next, have the preliminary work groups develop plans for their assigned tasks, using a Community Board Next Steps worksheet. Have each group report its plan and next meeting date to the whole group.

Notes

Community Board Next Steps

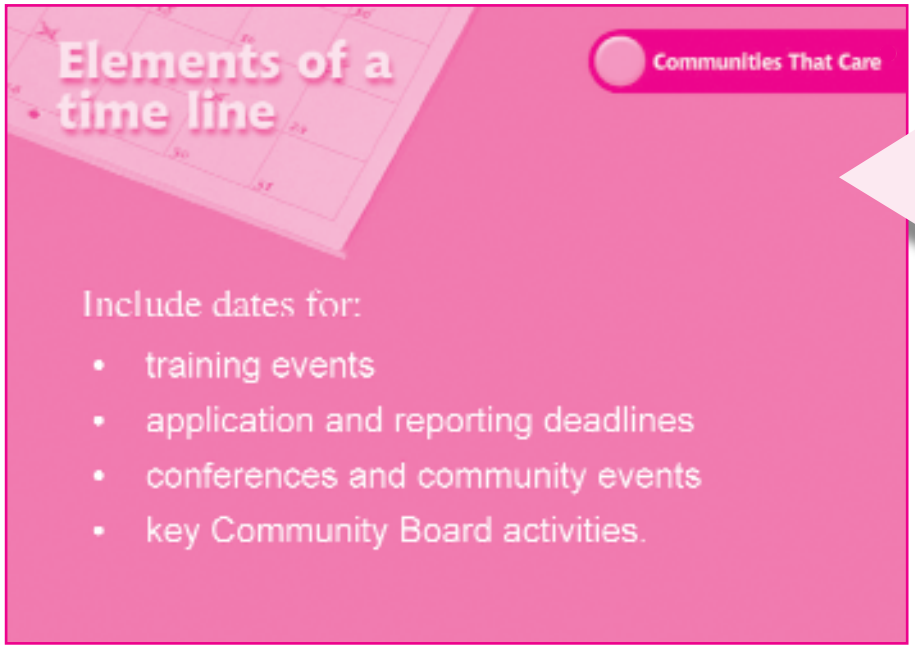
Task	Resources needed	Barriers/issues to resolve

Next meeting: _____

When? _____

Where? _____

Communities That Care trainers may copy this page for use in *Communities That Care* trainings.



Slide 7-8

Notes

Objective 2: Develop and agree on a final work plan and time line.

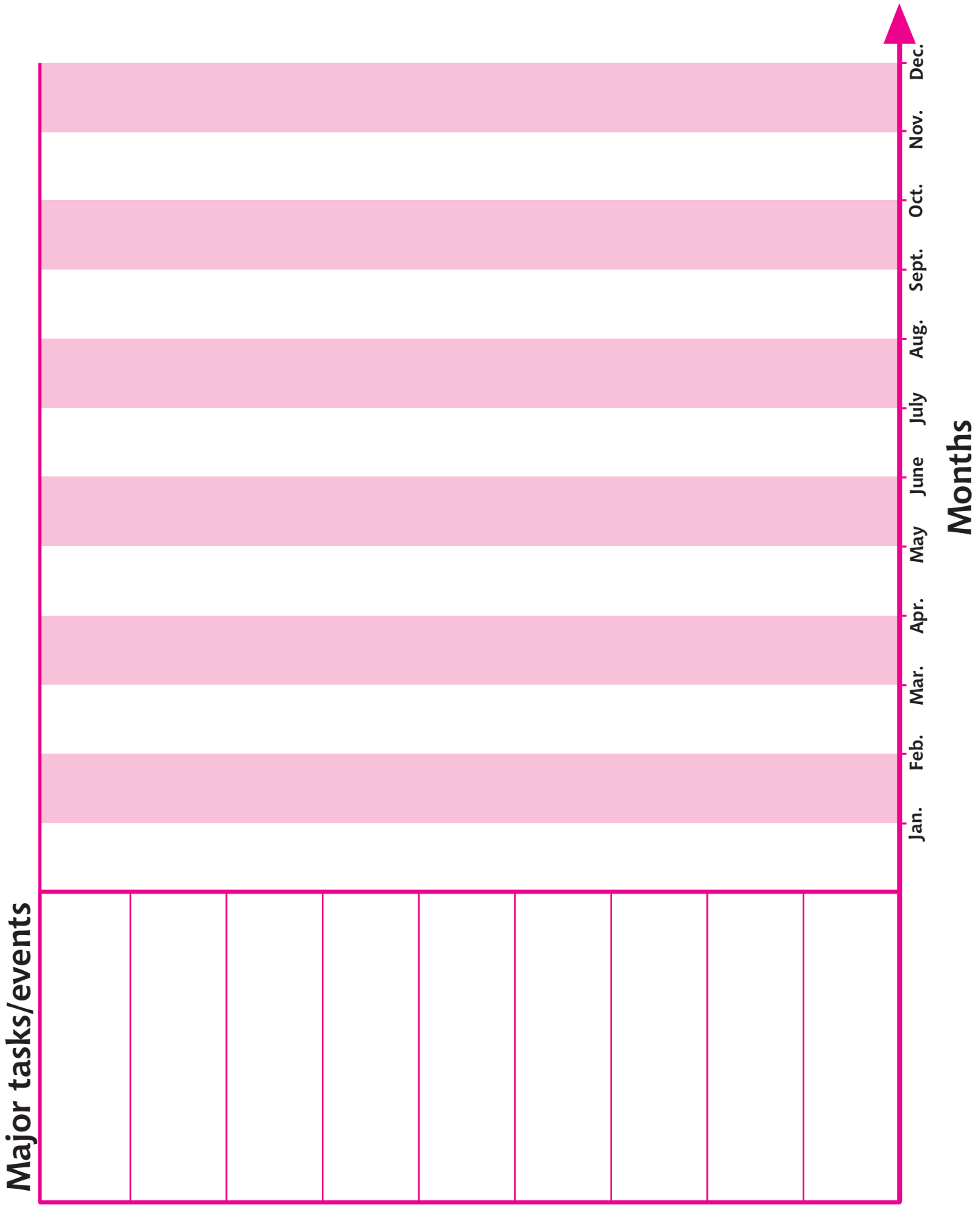
Activity

Developing a time line

Time: 20 minutes

As a group, use the Next Steps: Time Line worksheet on the following page to set preliminary dates for major tasks and events. Use the items listed on the slide for guidance. Remind participants that some steps may require more research before they can be fully planned, and that this time line is a working document that may require revision as the community moves forward.

Next Steps: Time Line



Slide 7-9

Notes

Wrap-up

Developing a community that promotes positive and healthy development for all of its young people may at first seem like an enormous task. But now you've seen how to break this tall order into realistic steps. You've seen how you can use a rigorous scientific research base to make positive and healthy development a reality. It all starts with your commitment and continued contributions to the effort.

Activity

Ask each participant to think about this training and share one thing he or she learned about:

- prevention science
- his or her community
- him- or herself.

NOTE: Thank participants for their hard work.

Confirm important next steps, including the next training.

Ask participants to complete a Training Evaluation form. Remind participants that they can find a copy of the form in the pocket of the Participant's Guide.

Notes

Appendix 1

References

Appendix 1

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Appendix 2

Communities That Care Milestones and Benchmarks

Appendix 2

Milestones and Benchmarks

Phase One: Getting Started

Milestones	Benchmarks
Organize the community to begin the *Communities That Care* process.	Designate a single point of contact to act as a catalyst for the process.
	Identify a Champion (a community leader) to guide the process.
	Inventory existing community services addressing youth and family issues.
	Identify a lead agency committed to supporting the project.
	Secure a Coordinator/Facilitator (to work at least half time).
	Form a core work group to activate the process.
	Develop a roster of Key Leaders to involve in the process.
	Prepare an initial work plan and time line for getting started.
	Identify and secure the resources needed to get started.
Define the scope of the prevention effort.	Define key aspects: Define the community to be organized. Identify the health and behavior issues to be addressed. Agree on what is involved in the "prevention" response. Identify legislative/funding supports or constraints. Agree on the Community Board's role. Begin to define how the Community Board will operate in the community.
	Summarize issues related to the key aspects.
	Develop an action plan to address outstanding issues related to the key aspects.

Milestones and Benchmarks

Milestones	Benchmarks
Identify community readiness issues.	Investigate community readiness issues. Ensure agreement on issues to be addressed. Ensure that community members have a common definition of "prevention." Ensure that the community values collaboration. Ensure that community-wide support exists for a risk- and protection-focused, data-driven, research-based, outcome-focused prevention approach. Obtain school district support for the *Communities That Care Youth Survey.* Administer the survey as early as possible. Plan for coordination among existing initiatives and planning efforts. Identify community stakeholders. Identify other community readiness issues.
Analyze and address community readiness issues, or develop a plan for addressing them.	Analyze outstanding community readiness issues. Address "show-stopper" issues (critical to moving forward). Develop an action plan for addressing outstanding community readiness issues.
The community is ready to move to Phase Two: Organizing, Introducing, Involving.	Develop a work plan for moving to Phase Two: Organizing, Introducing, Involving. Identify and secure the resources needed for Phase Two.

Appendix 2

Milestones and Benchmarks

Phase Two: Organizing, Introducing, Involving

Milestones	Benchmarks
Engage Key Leaders (positional and informal).	Hold the Key Leader Orientation.
	Obtain formal Key Leader commitment.
	Identify the role of Key Leaders.
	Identify a Key Leader Board (a core group of Key Leaders).
	Develop a plan for communication between the Community Board and Key Leaders.
	Solicit Key Leader input on potential Community Board members.
	Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.
Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.	Identify and recruit a diverse, representational group of potential Community Board members.
	Hold the Community Board Orientation.
	Ensure that Community Board members understand their roles and responsibilities.
	Establish an organizational structure (including leadership roles and committee and/or work-group structures).
	Define the Community Board's relationship with other coalitions and collaboratives.
	Develop a formal method of communication among the Coordinator/Facilitator, Community Board members and the Key Leader Board.
	Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.
	Develop a documentation mechanism for the *Communities That Care* process.

Milestones and Benchmarks

Milestones	Benchmarks
Educate and involve the community in the *Communities That Care* process.	Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.
	Inform community members of the *Communities That Care* process.
	Develop mechanisms for involving community members.
	Create a plan for involving youth.
	Ensure that the Community Board has developed a process for ongoing communication with the community.
	Develop an orientation mechanism for new Key Leaders and Community Board members.
The community is ready to move to Phase Three: Developing a Community Profile.	Create an initial work plan and time line for Phase Three: Developing a Community Profile.
	Identify and secure the resources needed for Phase Three.

Appendix 2

Milestones and Benchmarks

Phase Three: Developing a Community Profile

Milestones	Benchmarks
The Community Board has the capacity to conduct a community assessment and prioritization.	Create a Risk- and Protective-Factor Assessment work group to conduct data collection and analysis. Hold the Community Assessment Training. Ensure that the work group has the appropriate skills and expertise. Develop a work plan and time line for data collection and analysis. Identify and secure the resources needed for the assessment process.
Collect community assessment information and prepare it for prioritization.	Ensure that the *Communities That Care Youth Survey* has been conducted. Collect archival data as needed to supplement the *Communities That Care Youth Survey*. Prepare the *Communities That Care Youth Survey* and archival data for prioritization.
Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data.	Identify populations with high levels of risk and low levels of protection. Identify geographic areas with high levels of risk and low levels of protection.

Milestones and Benchmarks

Milestones	Benchmarks
Identify priority risk and protective factors.	Decide who will be involved in the prioritization process.
	Identify priority risk and protective factors.
	Brief Key Leaders on the community assessment results.
	Prepare and distribute the Community Assessment Report.
Conduct a resources assessment and gaps analysis.	Create a Resources Assessment and Evaluation work group to conduct the resources assessment and gaps analysis.
	Involve service providers and other youth service agencies in the resources assessment.
	Hold the Community Resources Assessment Training.
	Identify and assess existing policies, programs and practices that address the priority risk and protective factors.
	Identify gaps in services.
	Brief Key Leaders on the resources assessment and gaps analysis results.
	Prepare and distribute the Resources Assessment Report.
The community is ready to move to Phase Four: Creating a Community Action Plan.	Develop an initial work plan and time line for Phase Four: Creating a Community Action Plan.
	Identify and secure the resources needed for Phase Four.

Appendix 2

Milestones and Benchmarks

Phase Four: Creating a Community Action Plan

Milestones	Benchmarks
The Community Board has the capacity to create a focused Community Action Plan.	Hold the Community Planning Training.
	Ensure that the Community Board has the necessary skills and expertise to support plan development.
	Engage all stakeholders whose support is required to implement the plan.
	Create appropriate work groups to support plan development.
	Develop a work plan and time line for plan creation.
	Identify and secure the resources needed for plan development.
Specify the desired outcomes of the plan, based on the community assessment data.	Specify desired outcomes (long-term goals) for youth development.
	Specify desired outcomes for risk and protective factors.
Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps.	Specify the population or geographic area to be addressed.
	Investigate tested, effective programs, policies and practices for each priority risk and protective factor.
	Involve Key Leaders, Community Board members, service providers, youth and community members in selecting tested, effective programs, policies or practices.
	Select tested, effective programs, policies or practices for each priority risk and protective factor.
	Engage organizations, agencies or groups to be involved in implementing each new program, policy or practice; obtain their commitment to implementation.
	Identify desired program and participant outcomes for each program, policy or practice.

Milestones and Benchmarks

Milestones	Benchmarks
Develop implementation plans for each program, policy or practice selected.	Develop preliminary tasks, a time line and a budget for each new program, policy or practice.
	Identify training and/or technical assistance needed for each new program, policy or practice.
	Identify the resources needed to implement each new program, policy or practice.
	Identify potential funding sources and allocation strategies for each program, policy or practice.
	Involve youth in implementation planning as appropriate.
Develop an evaluation plan.	Develop a work plan and time line for the collection of problem-behavior, risk-factor and protective-factor data from participants every year, to measure progress toward the desired outcomes. Consider using the *Communities That Care Youth Survey* to measure progress.
	Develop a work plan and time line for the collection of program and participant outcome data for each new program, policy or practice.
Develop a written Community Action Plan.	Ensure that Key Leaders, Community Board members and community members endorse the plan.
	Distribute the plan throughout the community.
The community is ready to move to Phase Five: Implementing and Evaluating the Community Action Plan.	Develop an initial work plan and time line for Phase Five: Implementing and Evaluating the Community Action Plan.
	Identify and secure the resources needed for Phase Five.

Appendix 2

Milestones and Benchmarks

Phase Five: Implementing and Evaluating the Community Action Plan

Milestones	Benchmarks
Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan.	Clarify plan-implementation roles and responsibilities for individual Key Leaders, Community Board members and service providers.
	Develop collaborative agreements with implementing organizations and providers.
	Hold the Community Plan Implementation Training.
	Ensure that the Community Board has the necessary skills and expertise to support plan implementation and evaluation.
	Develop appropriate committees or work groups to support plan implementation and evaluation.
	Engage and orient new Key Leaders, Community Board members and stakeholders to the *Communities That Care* process.
	Establish partnerships with outside evaluators as needed.
Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity.	Ensure that implementers have received the necessary training and technical assistance.
	Ensure that funding has been acquired to support the implementation of each new program, policy or practice.
Implement new programs, policies and practices with fidelity.	Ensure that implementers have the necessary skills and tools to measure implementation fidelity.
	Ensure that the program, policy or practice reaches the targeted population.
	Ensure that the program, policy or practice includes sufficient timing, intensity and duration to achieve the desired results.
	Ensure that the program, policy or practice achieves the desired program and participant outcomes.

Milestones and Benchmarks

Milestones	Benchmarks
Conduct program-level evaluations at least annually.	Measure program and participant outcomes. Collect baseline, mid- and post-project evaluation data. Refine programs, policies and practices based on the data.
Conduct community-level assessments at least every two years.	Ensure that the Key Leader Board and Community Board review the plan every year. Ensure that the assessment of risk factors, protective factors and problem behaviors is reviewed at least every two years. Readministration of the *Communities That Care Youth Survey*, for example, can assist this review. Refine the plan based on the assessment results.
Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	Share community and program-level evaluation results with the Community Board, the Key Leader Board and community members at least annually. Share community-level evaluation results after readministration of the *Communities That Care Youth Survey*.

Notes